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ABSTRACT

This annotated bibliography of 23 items lists books, pamphlets, and articles dealing with reading instruction, behavioral objectives, reading processes, phonics, evaluation, testing, language development, reading research, and teacher accountability. (WR)

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Reading Task Force

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I. Books and Pamphlets

1. Aspects of Reading. Bulletin. Urbana, Illinois: National Council of Teachers of English.

   Selected articles from NCTE periodicals.

2. Aukerman, R. C. Approaches to Beginning Reading Instruction. New York: John Wiley and Sons, 1971.

   Contains brief descriptions of each of the many approaches to beginning reading. Each approach is examined in terms of its origins, materials and method, and the research findings regarding the approach.

3. Combs, Arthur W. Educational Accountability: Beyond Behavioral Objectives. Washington D. C.: Association for Supervision and Curriculum Development, 1972.

   Arthur Combs analyzes the practice, history and assumptions behind the current move toward "accountability" and "behavioral objectives". He follows this analysis with several considerations about accountability and learning which he feels are of importance and which are in keeping with democratic ideals. Accountability is redefined in human, professional terms.

4. Davis, Bonnie. A Guide to Information Sources for Reading. Newark, Delaware: International Reading Association, 1972.

   A guide to the literature and other sources of information related to the study and teaching of reading.

5. Durkin, Dolores. Phonics and the Teaching of Reading. New York: Bureau of Publications, Teachers College, Columbia University, 1962.

   Deals with both the content of phonics and the teaching of phonics.

6. Farr, R. Reading: What Can be Measured? Newark, Delaware. International Reading Association, 1969.

   This monograph organizes and describes the research literature on measurement and evaluation on reading and also provides guidelines for the classroom application of research and explains how the teacher can and should use the wide area of measuring devices available.

7. Goodman, K. G. and Niles, O. S. Reading: Process and Program. Urbana, Illinois: National Council of Teachers of English, 1970.

   Part I. A psycholinguistic, scholarly view of language and reading. Included are definitions, description of processes, a model of reading, techniques and strategies, and critical reading.

   Part II. Developing secondary reading curriculum.

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8. Goodman, Yetta M. and Burke, Carolyn L. Reading Miscue Inventory Manual: Procedure for Diagnosis and Evaluation. New York: The Macmillan Co., 1972.

A useful tool for determining a student's specific needs in reading skill areas.

9. Heilman, Arthur W. Principles and Practices of Teaching Reading, 2nd Edition. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.

See especially "Data From First-Grade Studies" on pp. 128-129.

10. Hoepfner, Ralph, et al. CSE Elementary School Test Evaluations. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970.

Contains graded evaluations in four distinct areas of all standardized tests published for use at the elementary level.

11. Kast, Fremont E., and Rosenzweig, James E. Organization and Management: A Systems Approach. New York: McGraw-Hill Book Company, 1970.

Aims at facilitating understanding of the managerial role in a complex and dynamic organizational society. Views organizations as open sociotechnical systems with 5 primary sub-systems: (1) goals and values, (2) technology, (3) structure, (4) psychosocial, and (5) managerial.

12. Magnuson, Henry W. Evaluating Pupil Progress. Sacramento: Bulletin of the California State Department of Education, 1960.

Contains a useful chapter on evaluating attitudes.

13. Smith, Carl B. et al. Treating Reading Difficulties: The Role of the Principal, Teacher, Specialist, Administrator. Washington, D. C.: United States Office of Education, 1970.

A particularly useful monograph for those who wish to develop a school wide reading program involving the assignment of specific types of responsibilities to professional staff members.

14. Smith, Frank. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. New York: Holt, Rinehart and Winston, Inc., 1971.

An explanation of the complex process of reading and learning to read and an analysis of just what is involved in the process.

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II. Articles

1. Chomsky, Carol. "Stages in Language Development and Reading Exposure." Reprint from Harvard Education Review, Vol. 42, No. 1, February 1972, pp. 1-32.

   Study of language acquisition in children between ages 6 and 10 and relationship of language competency and children's exposure to written language.

2. "Current Approaches to Teaching Reading." Edited by Helen K. Mackintosh. NEA Elemenary Instructional Service pamphlet, US Office of Education, 1965.

   Briefly describes 8 approaches.

3. Gardner, Lytt I. "Deprivation Dwarfism." Scientific American, July 1972, pp. 76-82.

   Children raised in an emotionally deprived environment can become stunted.

4. Hubert, Dick. "The Duluth Experience." Saturday Review, May 27, 1972, pp. 55-58.

   Importance of socioeconomic integration and what Duluth is trying to do about it.

5. Kolers, Paul A. "Experiments in Reading." Scientific American, July 1972, pp. 84-91.

   Experiments with adolescents show reading to be, not piecemeal perception of individual letters and words, but a process of "generating coherent messages from patterns of marks on a page."

6. Labov, William. "Academic Ignorance and Black Intelligence." Atlantic Monthly, June 1972, pp. 59-67.

   The linguists' view of Black English Vernacular is presented. Shows by example that black inner-city children are distinctly not non-verbal.

7. Parker, Don H. "Accountability: For What? For Whom?" California Elementary Administrator, Vol. 34, No. 2, December 1970.

   Pinpoints difference between training and education and makes the point that accountability for training can be quantitative while accountability for education must be qualitative. The learner is seen as the first to whom the educator must be accountable.

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8. Rist, Ray C. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." Harvard Educational Review, Vol. 40, No. 3, August 1970, pp. 411-451.

Observational study of a class of ghetto children during kindergarten, 1 and 2 grades demonstrates effect of teacher attitudes.

9. Smith, Calvert H. "Teaching in the Inner City: Six Prerequisites to Success." Teachers College Record, Vol. 73, No. 4, May 1972, pp. 547-558.

Takes position that unless teachers have certain attitudes toward inner city school, the program cannot achieve its objectives.